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## ABOUT THE ESSENCE OF THE NOTION "LANGUAGE PERSONALITY" IN EDUCATION

### Summary

The article deals with the problem of individual's language personality development. The author gives special attention to such notion as language personality and its essence, examines different approaches in studying of language personality and describes levels in language personality model.

**Key words:** personality, language personality, approach, level, language personality model.

**I. Introduction** Nowadays our society lives in the conditions of changing one socio-economic system to other. The given change is bound up with changing habitual way of life, spiritual sphere and soul-searching. XXI century is a century of new changes. The principle peculiarity of new century consists in quality of education and in using high-performance educational technologies. Conditions taking place at the given moment offer favourable ground for coming to new level in the system of education. It's necessary to reappraise existing values and orientations, introduce innovation technologies, strategies, methods and means in the process of teaching and in the system of education.

**II. Statement of problem** The problem of personality studying has aroused interest lately. The given phenomenon is caused to our minds by broadening of a man's abilities due to conditions of global communication and free access to information. Evolutional development of personality has become evident and value of personality as a test subject has begun to change depending on one or another academic discipline. In the capacity of priority test subject notion «personality» can be found in psychology, philosophy, cultural studies, linguistics, literature and other sciences

**III. Out come** Any language education must be resulted in developed language personality, and education in the field of foreign languages should

be resulted in secondary language personality as a characteristics of a person ability to take full part in cross-cultural communication [5. c.65].

Every person shows himself and his subject not only by means of subject activities but by communication which is impossible without language and speech. Person's speech reflects his inner life, serves knowledge source about the person. Moreover «it's obvious that a man can't be taught above a language...», as even from narrow-minded point of view it's difficult to understand what a person represents until we hear what and how he speaks. However, it's also impossible to «consider a language ignoring a person», as without a person speaking the language it remains no more than a system of marks [8, c. 134]. This idea is proved by V.Vorobiev who considers that «it is possible to talk about a person only as language personality realized in the language» [4, c. 29].

Language personality became the studied matter and description not so long ago. First attempts of describing language personality were taken in the XIX century. In particular one of the scientists who drew special attention to studying language personality was I.A.Boduen de Kurtene. In his works language personality was presented not as an individuality but as a form reflecting social-group skills and tendencies, «standards of language consciousness» or as he sometimes used to say «language world outlook» of a collective. And I.Vaisgerber insisted that man's life depends on native language and there is a correlation between a native language and spiritual development of a man. [3] In this case the statement of V.V.Vorobiev is fair: «Personality – concentration of correlation between culture and language, dialectics of their development. So it is possible to talk about personality only as about language personality as a realized one in language». [4, c.31]

Today we can distinguish some approaches in studying of language personality: linguistic, socio-linguistic and linguistic-didactic. Linguistic (G.N.Ivanova-Lukianova, V.V.Dementieva, L.A.Kapanadze, K.F.Sedova and others) approach gives a definition of language personality as a personality expressed in the language and by the language and remodeled in main features on basis of language means. The matter of studying a pupil as a language personality from the position of linguistic approach concerns texts of different styles and genres which are done by a pupil in various forms, i.e. orally and in written form.

Socio-linguistic approach (L.V.Knorina, Iu.N.Karaulov, L.P.Krygina, E.Iu.Kukushkina and others) considers language personality as a native speaker who is forming and is formed under influence of social, psychical and other processes; and studies language personality as a form of full value introduction of person containing psychical, social, ethical, pragmatical and other components refracted through a language, its discourse. A pupil as language personality is a member of different groups: formal and informal, primary and secondary and others. In these groups he forms his attitude to life, people, adopts main moral principles. Membership of a certain group leaves its imprint on his behaviour, manners, style and speech. Developing of language personality happens under influence of certain factors.

Synthesis of linguistic and socio-linguistic approaches determined the foundation of language personality conception by Iu.N.Karaulov. According to him language personality «is a complex of man's abilities and characteristics which influence on his making and perceiving speech works(texts), which differ in extents of language structural complication, intensity and precision of reflection of reality, purpose direction» [6 c.104].

Iu.N.Karaulov distinguishes three levels in the structural model of language personality:

first level – verbal-semantic (semantic-structural, invariant) affects the degree of mastering everyday language. Units are separate words as units of verbal association system. Students master structural relations of the learning language ... in profiles of system-making function of the language which is aimed at solving communicative problems;

second level – linguistic-cognitive (thesaurus), units of this level are notions, ideas, concepts which every person has and they help to form more or less arranged conception of the world that reflects hierarchy of values. Stereotypes at this level correspond to stable standard connections between descriptors which express themselves in general statements, definitions, idioms and etc.; language personality chooses from all variety the very thing that suits the connection between notions in his thesaurus. This level is supposed to reflect a person's language model of the world, his thesaurus and culture;

third level is the top, motivational (pragmatical) level, its units are focused on pragmatics and are shown by Iu.N.Karaulov «in communication-activity needs of a person» [6, c.52].

Linguistic-didactic approach sprang from works by F.I.Buslaev. While giving an account of his views on aims and contents of teaching a native language he noted that a native language is of primary importance for formation and up-bringing of a child personality: «native language merged with everybody's personality so much that to teach it means to develop spiritual abilities of a pupil» [2, c.30].

From the above we draw a conclusion that a language personality per se begins from the first level of its structure, videlicet from the linguistic-cognitive or thesaurus one. It is possible to create a conception of the world and expose hierarchy of senses and values at this level.

Motivational level goes beyond linguistics, however, at this very level features of language personality become evident. «This is a sphere of moral-ethic intentions, sphere of wishes, interests and urges» [6, c. 138]. Some researchers consider that due to backbone influence of this aspect of language personality such aspects as verbal-semantic and thesaurus ones begin to work at personality's level. Thereby at the thesaurus level personality becomes apparent as a «subject» and at verbal-semantic level it becomes apparent as an *как* «individual» [8, c. 139].

So, Bogin.G.I. presented a model of language personality development which includes arranged list of levels of language personality progress. There are five such levels:

level – level of rightness which satisfies the requirement: «Using a language one must use the given language with its elementary rules».

level - level of interiorization at which we can retrace slowdown in communicating «i.e. poor fluency» and it's connected with poor planning of speech action and poor wholeness about a forthcoming private statement.

level - level of richness supposes broad use of «language wealth».

level – level of appropriate choice. In this case the subject of estimating the appropriateness of units choice in the speech chain, as a rule, is not a whole text but a sentence.

level - level of appropriate synthesis. This level of language personality progress includes achievements and drawbacks in producing or synthetic

perception a whole text with all difficult complex of its own distinctive means of subject content communication and means of expressing communicator's inner world.

Progress of language personality goes from level to level, i.e. «language personality, (I) having mastered at the first level high-frequency means of direct nomination admitted in the society, language personality goes to the second level in interiorization of speech and it brings to (III) lexical-grammar knowledge and further to (IV) peculiar freedom in choosing means of expressing from variety of potential substitutes» [1, c. 7-9].

Components of language personality are language ability and communicative competence. Language ability is regarded as an ability to teach how to communicate. Success of communication depends on speakers' ability to arrange their verbal and non-verbal behaviour according to aims of communication, i.e. we talk about communicative competence. Communicative competence is an evidence of language awareness in choosing means of communication.

As for such notion as «language ability» it doesn't have a clear definition either. So (N.Homski, E.Lennberg and others) consider language ability as a genetic inherited formation, i.e. a man is born with inherited language material which initial, poor but it enriches during man's progress. A.A.Leontiev, A.M.Shahnovidh, L.S.Vygotski and others think that language ability is a social formation which appears on basis of neuro-physiological preconditions under the influence of social factors, i.e. a child masters a language during practice which is carried out by means of communication. We should note that language ability on the one hand has born inclinations on the other hand it has social conditionality.

So A.A.Leontiev in one of his works noted that if «a language is understood as an unity of communication and generalization, as a system of meanings performed in object and verbal forms, so language awareness, regarded as indirected by meanings, is similar to the notion of «world image» in Soviet psychology.[7 c.115].

Others (I.A.Bobuen de Kurtene, O.L.Blinova, L.V.Scherba and others) understand language awareness as «totality of knowledge, ideas, opinions about a language, its elements, their functional peculiarities, standards of pronunciation, use of words and etc., about laws and rules of making state-

ments». As we can see from the above definitions the given positions use the same term to denote different phenomena. In the first case it's a characteristics of world-view which reflects in psychological and language spheres of a person. In the second case it is linguistic and language competence.

**IV. Conclusion** Introducing in linguistic-didactics such notion as «language personality» let a contemporary teacher use a construct that is interesting not only as a phenomenon but it lets describe nowadays methods and future ones. To form language personality a teacher must have a possibility to define a beginning level of a pupil and final result of teaching and relying on findings a teacher should make his process of teaching.

Thus nowadays it is necessary to try forming every personality as language personality for achieving high standards in his sphere and for succeeding in social communication.

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